New Course Request

Indiana University

Indianapolis Campus

Check Appropriate Boxes:  Undergraduate credit □  Graduate credit □  Professional credit □

1. School/Division  Business  2. Academic Subject Code  BUKD

3. Course Number  C559  (must be cleared with University Enrollment Services)  4. Instructor

5. Course Title  Global Managerial Ethics

Recommended Abbreviation (Optional)  

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  Spring  2008

7. Credit Hours: Fixed at ______ or Variable from 1.0 to 6.0

8. Is this course to be graded S-F (only)? Yes ___ No  X

9. Is variable title approval being requested? Yes ___ No  X

10. Course description (not to exceed 50 words) for Bulletin publication:  see attached

11. Lecture Contact Hours: Fixed at ______ or Variable from 1.0 to 6.0

12. Non-Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______

13. Estimated enrollment:  150  of which  100%  percent are expected to be graduate students.

14. Frequency of scheduling:  2-4 per yr.  Will this course be required for majors?  Yes

15. Justification for new course:  See attached

16. Are the necessary reading materials currently available in the appropriate library?  yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.  See attached Syllabus

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  

Approved by:  

Department Chairman/Division Director  Date  11/12/07  

Dean  Date  11/15/07

Dean of Graduate School (when required)  Date 

Chancellor/Vice-President  Date 

University Enrollment Services  Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724  

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; 

Department/Division—Pink; University Enrollment Services Advance—White
**Item 7: Credit Hours: Variable form 1.0 to 6.0**

This course is currently taught as X571, which is a 3 credit-hour course. We are requesting that the credit hours be variable for 1.0 to 6.0 credit-hours in order to reserve flexibility for the future curriculum needs. In particular, if this course were to be taught during an in-residence session, it would be offered as a 1.5 credit version.

**Item 10: Course Description**

**Global Managerial Ethics 3.0**

This course investigates ethics in the workplace. We identify and consider real world ethical problems. We explore solutions to the types of ethical dilemmas faced by many individuals within organizations. We also examine pragmatic approaches that managers can use to influence the ethical behavior of others within their organizations.

**Item 15: Justification**

This course – Global Managerial Ethics - is currently taught in the Kelley Direct MBA program as an experimental course (X571). It is a popular and important part of the KD curriculum. Accordingly, we wish to have this course become a permanent addition to the curriculum. This proposal is supported by the Associate Dean, as evidenced by the attached memo from Dr. Phil Cochran.
Instructor: Philip L. Cochran Ph. D., Department of Management, Kelley School of Business. (Please refer to me as “Phil”.)

E-Mail: Through Angel (preferred) or plcouchra@iupui.edu


Other Materials: Mahzarin R. Banaji, Max H. Bazerman and Dolly Chugh, How (Un)ethical Are You? Harvard Business Review Reprint, Number: R0312D


Note: All material except the Ganaji, Bazerman and Chugh article are in your course packet. You should be able to download this article through the IU library system. Go to the library database and navigate through several screens to the Harvard Business Review search function. The date on the article is December 2003. It is Volume 81, Number 12. This way will certainly work once you have logged into the library system.

There is also a direct link. It may or may not work for all of you depending on how your computers are configured. You can try this:

http://web.ebscohost.com/ehost/results?vid=2&hid=7&sid=53a7bc61-aa1c-4f1d-b494-0d7233b1c651%40sessionmgr7

If none of this works for $3.70 you may download this article from Harvard Business School Press at:
COURSE DESCRIPTION

This course will focus on ethics in the workplace. We will identify and consider practical solutions to ethical dilemmas faced by individuals and explore pragmatic managerial approaches that focus on how managers and organizations can influence ethical behavior.

The course will also present an overview of the external legal and regulatory framework that affects the conduct and reporting of business activity. This will include an introduction to Sarbanes-Oxley, the most recent regulatory effort to influence the ethical behavior of both organizations and individuals associated with the organization with the goal of protecting the interests of one set of stakeholders - shareholders. We will also consider the extent to which compliance with such laws and regulations requires such extraordinary measures that ethical behavior in and of itself becomes a sustainable competitive advantage.

PHILOSOPHY

Ethical dilemmas are situations concerning right and wrong where values are in conflict. Inevitably these situations involve individual behavior and require individual decisions.

Rather that hope your own moral compass will suffice in situations that you may or may not foresee, or pray that you don’t encounter situations requiring these kinds of considerations, it is far better to be exposed during this course to a variety of common, real-life work situations and benefit from the experiences and wisdom of your peers taking this class and of those business leaders who have contributed to the text and materials used in this course. Through our discussions we can hope to gain an appreciation for the both the complexity and simplicity of situations we most certainly have or will find ourselves in, and can prepare ourselves to anticipate and deal with these situations in ways that are both constructive and satisfying.

ASSIGNMENTS

Students are responsible for:

1. First Week Assignments
   a. Introductions. I will open a forum in which I would like each of us to introduce ourselves to one another. These introductions should be personal and informal. Feel free to share a little information about your family, your interests and your experience. Our discussions on ethical issues tend to occasionally touch some very personal issues and I’ve found it helps if we have a little perspective on one another.
b. **Statement of Goals and Objectives.** On or before the Wednesday of the first week (March 7), each student is asked to post a brief (approximately 100 words) statement of why he/she is interested in ethics within the context of business and what he/she hopes to get out of this course. These may be whole sentences; they may also be expressed as items or bullets. When everyone has posted I will open the forum for all to view. My hope is that by sharing our goals with each other, we can better understand the context of our discussions and, with any luck (and within limits), address everyone's interests collectively and satisfactorily.

c. **How Cynical Are You?** On or before Wednesday of the first week (March 7), each of you will be asked to respond anonymously to a short survey that will be posted on Angel. This survey will be useful to gauge the general level of cynicism present in the group and will give you an idea of where you are relative to others in the group. Again the results will be viewable by all.

d. **How (Un)Ethical Are You?** This self-assessment tool will provide you with insights into your own attitudes and biases. Please read the article and take at least the race and age IATs on or before Wednesday, March 7. You may complete the full interactive assessment at any time, although it would be helpful to do so as soon as possible. Results of the IAT tests will not be available to me or to others, unless you choose to share them during our discussions. This tool is available at [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/) (click on "demonstration"); "go to demonstration"; "I wish to proceed").

e. **Sign up for Current Events Dates:** See Assignment 2 below.

f. **Review and Comment on my Current Events posting.** See Assignment 2 below.

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The first week's assignments described above are ungraded assignments. Nevertheless, you are expected to complete them and contribute to setting the stage for the discussions that will follow. These assignments will be available for work prior to the formal commencement of the course on March 5.

2. **Forum contribution – “Current Events”**. At some point during our six weeks, each student will be responsible for preparing and submitting for discussion a brief summary of a current relevant news event. We will begin each week with two or three items. Discussion on these items will continue throughout the week. A schedule will be posted on the first day of the course (March 5). You will be asked to sign up for a date to post your news item. I will submit the first new item(s) on March 5 for discussion during that week. The first news items from students will be posted for discussion on Monday March 12.

3. **Forum contribution - “Current Topics” - Short Answer and Cases.** The authors of the text have provided a rich collection of anecdotes, questions and short cases. Some of these will deal with hypothetical situations (e.g. “What are the issues? What would you do if...and why?”). Others will ask you to draw from your own experiences (e.g. “Have you ever been in a situation that...? What did you do and why?”) Still others may be case oriented and therefore will call for...
analysis, evaluation and/or recommendations. Discussion of items pertaining to each week’s reading will commence on Tuesday and continue until Monday evening of the following week (7 days later). Discussion items will be available for viewing at least one week prior to the week of discussion.

4. Organization Analysis and Recommendations – The final assignment will consist of two parts: The first is an analysis of the ethical character or climate of an organization of your choice, written from the perspective of a stakeholder. The second part is a letter or memorandum that you would write to an owner, senior manager or director of that organization making three to five practical recommendations that would, in your opinion, improve the ethical character, climate and/or image of the organization. Each part of this assignment should be in the 500-word range. This assignment will be due by midnight on the Sunday following the end of this six week course. (The last day of the course is April 13th. The assignment is due at midnight April 15th.)

Additional information and examples pertaining to each of these assignments may be found under the “Lessons” tab of Angel.

GRADING

ASSIGNMENT WEIGHTS

Your final grade will be determined according to the following weights:

<table>
<thead>
<tr>
<th>Assignment/Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Contributions/Current Events</td>
<td>40%</td>
</tr>
<tr>
<td>Individual Current Event Posting</td>
<td>20%</td>
</tr>
<tr>
<td>Current Event Forum Contributions</td>
<td>20%</td>
</tr>
<tr>
<td>Forum Contributions/Current Topics</td>
<td>40%</td>
</tr>
<tr>
<td>Organization Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRADING SCALE

The following percentages will define the grade ranges in this course:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.00 - 100.00%</td>
<td>A+</td>
</tr>
<tr>
<td>93.00 - 96.99%</td>
<td>A</td>
</tr>
<tr>
<td>90.00 - 92.99%</td>
<td>A-</td>
</tr>
<tr>
<td>87.00 - 89.99%</td>
<td>B+</td>
</tr>
<tr>
<td>83.00 - 86.99%</td>
<td>B</td>
</tr>
<tr>
<td>80.00 - 82.99%</td>
<td>B-</td>
</tr>
<tr>
<td>77.00 - 79.99%</td>
<td>C+</td>
</tr>
<tr>
<td>73.00 - 76.99%</td>
<td>C</td>
</tr>
<tr>
<td>70.00 - 72.99%</td>
<td>C-</td>
</tr>
</tbody>
</table>

Please note that because of the narrow grade range used in graduate courses there will be no rounding up. So, for example, a 89.75 overall percentage score will result in a B+ grade, not an A-.
CONDUCT OF THE COURSE

At any one point during the six weeks of this course we will be engaged in at least two separate discussions: one regarding the Current Events that have been posted for that week and the other regarding the Current Topics identified in the reading material. If the topics for one or both of these categories are too diverse in any given week, I may create additional forums to maintain clarity (and sanity). The discussions will be accessible under the Lessons tab of Angel.

I have chosen to use forums for our discussions rather than chat rooms in order to allow maximum flexibility for each of you to participate according to your own schedules. Each discussion will open and close on the dates noted. Each of the discussion forums will be open only for a certain number of days, as indicated in the relevant Lessons folder and within this syllabus. You are expected to participate in the discussion forums within the indicated time periods. I will print and grade the discussion forums immediately after the discussion forum closes. Therefore, no credit will be given for postings after the identified closing dates of the discussion forums. Beware that even though Angel may allow you to post after the deadline, I will not see those comments. In other words, there is no “grace period” for late discussion forum postings. Under extraordinary circumstances, some alternative arrangements may be made for missed discussion forums, but you must contact me directly at the earliest possible date! If you wait until the end of the course to let me know of an emergency, there is usually little that can be done at that point. So, please let me know of situations as they emerge.

Generally, my intent is to evaluate student contributions to the discussion forums after the individual forums have closed. Therefore, I may not be directly involved in the discussion forums on a daily basis. Prior experience has shown when I am too active in the on-going discussion, students wait for me to take the lead and respond only to my postings. I will, however, respond as appropriate and post when a timely comment or question might be valuable to the discussion.

CRITERIA FOR DISCUSSION FORUM PARTICIPATION AND EVALUATION

These forums play a central role in this course. Each forum will be graded individually and their score represents a full 60% of the course grade. The quality of our discussions and the knowledge or wisdom we gain from our participation in this course in large part depends on you and your preparation of the materials. We all

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>67.00 - 69.99%</td>
<td>D+</td>
</tr>
<tr>
<td>63.00 - 66.99%</td>
<td>D</td>
</tr>
<tr>
<td>60.00 - 62.99%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60.00%</td>
<td>F</td>
</tr>
</tbody>
</table>
benefit when as many people as possible put their minds to the task of preparing and sharing their views and thoughtfully challenging the views of others. In judging your participation I keep in mind several qualities: Are you in command of the facts? Do you understand the issues clearly? Is your plan of action practical? Are your recommendations reasonable? Are they likely to be effective? Have you considered the consequences (intended or unintended?) Have you explored the alternatives? Is your thinking thorough and sound? Are your thoughts communicated clearly and effectively? I will consider the manner in which you conduct yourself during our discussions, but I will not take into consideration whether others (including myself) think you are right or wrong.

There are a few thoughts I’d like you to keep in mind as you participate in the discussion forums:

1. Given the nature of some of the material, some of you are likely to hold strong opinions. It is also likely that there will be a variety of points of view and some outright disagreements. That is not only acceptable, it is expected. Do not be afraid to question or challenge each other. Spirited and intelligent discourse is the hallmark of excellent learning and will enhance this experience for all involved. To insure that such is the case, the first rule is always

   ○ Conduct these discussions as if they were face to face – civilly, thoughtfully and respectfully.

2. The initial questions that are posted on each forum should be viewed as starting points. The discussion forums should not serve as a drop-box or a message board. Lengthy submissions that serve as an individual answer to the questions are not encouraged since they do not promote the desired progression from discussion to synthesis. This is especially true for submissions of this nature posted near the end of the discussion forum.

3. As the discussion progresses, you should feel free to take the discussion in new directions within the overall theme of the forum. You should feel free at any time to offer reasonable challenges to various points of view that have been offered and to pose alternative approaches to the discussions as they evolve. It is also acceptable to pose a new question or move the discussion forward in a way that enables you to offer novel insights.

4. Draw on your personal and professional experiences. If you feel that a particular question does not apply to your current work situation and you can share insights from a prior employer, another organization or general life experience, feel free to do so. Depending on how the course proceeds, I may change or add questions.
to the subsequent discussion forums as needed to move the discussions in
directions that seem to fit the interests of the class.

5. Think in terms of building on each others’ comments. I would like to see back
and forth discussion going on between individuals, so it is important to follow-up
on replies to your postings. Moreover, early postings should not contain answers
to multiple questions, because it makes it difficult to manage the threads. While
you should not feel that you need to comment on every thread, I realize that it
takes work to read and comment in these discussion forums. Therefore, those
who comment on a broad array of threads will generally receive higher scores
than those who comment on a more limited number of threads, everything else
being equal.

In summary, the best contributors to the discussion forums will be those with broad
based participation across multiple threads. They do not use the forum as a drop box to
answer the questions in a single essay, nor do they fill up the forum with countless
comments that add volume without creating richness. Their comments are insightful and
persuasive. Their early postings will share stories and insights. They follow-up on
comments to their postings and extend the postings of others. They relate the
experiences in the discussion to insights from the readings and their comments and
questions take the discussion in new and interesting directions as appropriate. Moreover,
their later postings attempt to synthesize the body of postings into patterns, decision rules
and takeaways that help to integrate the theory and readings with our collective body of
experience.

So, while it may be frustrating for you to log on and see that someone else just posted
something very similar to what you were going to say, just view it as an opportunity to
add value by trying to synthesize the comments into patterns or rules. If we act in
accordance with these thoughts, the discussion forums will provide a positive and
productive learning experience rather than a mindless exercise.

The following should serve as a guide to discussion forum grades:

93-100: Outstanding contributor -- Contributions suggested exceptional preparation.
Ideas offered were highly substantive, reflecting major insights that strongly influenced
the course of the discussion. Their comments were interesting and insightful. Their
arguments were very well substantiated and persuasively presented. Their comments
included strong initial posts with substantial broad based follow-up and extension of their
own and other’s threads. This person really helped drive the discussion during the
session and helped to recognize patterns, synthesize themes and suggested meaningful
lessons to take away from the discussion. If they had not been involved in this
discussion forum its quality would have been dramatically diminished.

offered were thoughtful and sound, reflecting meaningful and clever insights. Arguments were well substantiated and presented. This usually included a strong initial post, significant follow-up and extension of others comments across multiple threads with a high degree of quality and some meaningful synthesis of comments into lessons learned. If this person had not been involved in this discussion forum its quality would have been significantly diminished.

**87 – 89.99: Modest contributor** -- Contributions suggested only modest preparation. Ideas offered were of incremental value to the discussion forum. Arguments were somewhat developed, however they were not a key driver in the discussion and provided only a small degree of synthesis. This usually involved a modest initial post with some contributions to others posts but only modest broad based participation across multiple threads and little synthesis of comments into patterns or meaningful lessons. If this person had not been involved in this discussion forum its quality would have been only somewhat diminished.

**83 – 86.99: Fair contributor** -- Contributions suggested only minimal preparation. Ideas offered were of little value to the discussion forum. This will usually involve only an initial post and/or a few minimal contributions to other’s posts, depending on content. There was little or no broad based participation across multiple threads and little or no synthesis of the lessons learned. If this person had not been involved in this discussion forum its quality would have been only slightly diminished.

**80 - 82.99: Poor contributor** – Contributions suggested no real preparation. Ideas offered involved either a brief single post with limited content without participation across multiple threads or a couple brief comments without an initial posting. Their isolated comments were, at best, "cherry picking" efforts resulting in minor and obvious points. If this person had not been involved in this discussion forum, no one would have noticed their absence.

**0 % Non-participant** -- This person did not participate in the discussion forum. As you can tell, even a brief contribution to a forum is significantly better than a no-show. So, if you are in a real bind and unable to participate in a discussion forum, please let me know in advance.

**CRITERIA FOR SUBMISSION AND EVALUATION OF WRITTEN ASSIGNMENTS**

The goal in all written work is quality and impact. Too many words, too many pictures and poor overall presentation can severely weaken even the best thoughts and ideas. A few rules and guidelines follow:

1. **Format and Style**
Clarity matters. Grammar, punctuation and style of expression all contribute to clarity.

There are no specific formatting rules, however, as in any executive presentation, the appearance and readability will be considered in the overall quality of the presentation.

The body of your report (this is the narrative portion and does not include exhibits or appendices) generally should be in the 500 word range – long enough to address the issues and make your case, but not so long as to confuse or bore your reader.

Use a cover page that includes the title of the assignment, your name, the date and the total number of words in the narrative of your paper. Number your pages and include your name on each page. (A header or footer works well for this.)

Exhibits are not necessary, but if you chose to use them, include them at the end of the report. Figures and/or tables should have a title, and contain information that is both relevant and easy to understand. Its purpose should be clearly identified with appropriate references in the body of your analysis.

All written work must be submitted as one self-contained MS Word document.

2. Common Errors in Written Assignments:

- Students simply repeat and rehash data. Use data, don’t just report data.
- Some students conclude that the data are inadequate. Data are typically inadequate. Collect as much relevant data as you can and note any necessary assumptions or limitations.
- Failure to deal adequately with numbers. If you have numerical data, be sure to analyze them using trend analysis, cross-classification, correlation, regression or other procedures.
- Failure to pursue analysis to a logical conclusion. Don’t stop halfway through your analysis. Walk the reader through to a logical end.
- Failure to organize report adequately. Generally, reports should begin with a short problem statement, move to an analysis section with appropriate headings and subheadings, and end with a set of specific recommendations. Reports that flow, as well as sparkle with wit and personality, stand out.
- Failure to be decisive. The failure to be decisive is especially important when you are making your recommendations. When you encounter conflicting data, don’t hedge; state your assumptions and go with them
- Failure to read and edit your report after it is complete and prior to submission and/or failure to pay attention to the rules of good writing. This results in errors such as:
  - Incomplete, awkward or run-on sentences.
  - Improper verb tense.
  - Improper us of personal pronouns.
  - Use of colloquial or idiosyncratic expressions such as “the fact that”, “percentage-wise”, “irrespective”, etc.
Confusion between words such as "effect" (noun) vs. "affect" (verb), "complementary" (in conjunction with) vs. "complimentary" (flattering).

- Overuse of esoteric industry "jargon" or "slogans".

Things to avoid:

- Exclusive attention to a single option or point of view.
- Restating a massive catalog of problems or alternatives.
- Overblown or overly simplistic recommendations.
- Externalizing or shifting problem elsewhere.
- Overuse of business "buzz words".

3. Be aware of the potential for plagiarism. Some plagiarism is obvious and intentional; the majority is inadvertent. However, please understand that any plagiarism is a very serious matter and will be dealt with harshly. Some rules of thumb:

- If you insert someone else’s words into your analysis, use quotation marks or block indents. The uses of even partial sentences or phrases that are lifted verbatim are plagiarism. Whatever you do, make sure that you clearly delineate your words from those of others. Make sure you appropriately cite anyone else’s words, ideas, or graphics. That means that any string of words that are not your own - whether they stand alone or are incorporated into your own sentence - must be enclosed in quotation marks and the source of those words must be identified clearly enough that the reader would be able to locate it, if desired.

- Do not paraphrase. You can far too easily plagiarize by paraphrasing. Don’t risk it. You don’t need to “lift” any words verbatim to plagiarize. If your argument too closely follows that of someone else, it is plagiarized.

4. Your written analysis will be evaluated using four broad criteria:

- How well you identify the ethical issues.
- How well you analyze and evaluate the problems or issues.
- The quality and “action-ability” of your recommendations.
- The quality of your writing, logic, and organization and the overall impact of your presentation.

THE HONOR CODE, ACADEMIC INTEGRITY AND STUDENT’S RIGHTS AND RESPONSIBILITIES

The Honor Code of the Kelley School of Business is the applicable code of conduct for students in this class. It can be found at:

http://pacioli.bus.indiana.edu/ugrad/honor.html
Academic integrity is the pursuit of scholarly activity free from fraud and deception, and is the educational objective of this institution. Academic dishonesty includes, but is not limited to cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, or work previously used without informing the instructor, or tampering with the academic work of other students. Any violation of academic integrity will be thoroughly investigated, and where warranted, administrative action will be taken. All work that is turned in (including but not limited to papers, posts, book comments, etc.) may be run through one or more programs that test such submissions for evidence of plagiarism.

Plagiarism has become dishearteningly common in universities. For more information on plagiarism please go to http://www.indiana.edu/~wts/wts/plagiarism.html.

Students also have rights and responsibilities under the University’s policies. These can be found at: http://campuslife.indiana.edu/code/
BASIC COURSE SCHEDULE
Subject to adjustments that will be noted in Lessons folders and announcements

<table>
<thead>
<tr>
<th>Week</th>
<th>Beginning</th>
<th>Topic</th>
<th>Activities</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 1    | March 5   | Introduction to Business Ethics | • Introductions  
• Statements of Goals and Objectives  
• How Cynical Are You? (poll)  
• IAT self assessment and discussion  
• Sign up for “Events” date  
• Review and comment on Current Event | Text Part I Banaji, How (Un)Ethical Are You? |
| 2    | March 12  | Ethics and the Individual | • Events Discussion Forum  
• Topics Discussion Forum  
• IAT Discussion Forum | Text Part II |
| 3    | March 19  | Ethics and the Manager | • Events Discussion Forum  
• Topics Discussion Forum | Text Part III |
| 4    | March 26  | Ethics and the Organization | • Events Discussion Forum  
• Topics Discussion Forum | Text Part IV |
| 5    | April 2   | Ethics and the Law – Protecting Shareholder Interests Sarbanes-Oxley | • Events Discussion Forum  
• Topics Discussion Forum | HBS Cases and Articles |
| 6    | April 9   | Ethics and the World | • Events Discussion Forum  
• Topics Discussion Forum  
• Final Paper | Text Part V |
From: Cochran, Philip L.
Sent: Monday, September 10, 2007 8:25 AM
To: Evans, D Susan
Subject: X571
Signed By: plcochra@iupui.edu

With this e-mail I am requesting that the experimental course X571 entitled “Business Ethics” be given a permanent number and be retitled “Global Managerial Ethics”. I believe the teaching evaluations and enrollments indicate that this course has been well received by the Kelley Direct students.

Phil

Philip L. Cochran
Associate Dean - Indianapolis Programs
Thomas W. Binford Chair of Corporate Citizenship
Director – Randall L. Tobias Center for Leadership Excellence
Indiana University Kelley School of Business
801 W. Michigan Street
Indianapolis, Indiana 46202
(317) 274-2481

One school. Endless possibilities.
http://www.kelley.iupui.edu